

Jackson School

1109 Campbell Street
Camden, South Carolina 29020

Grades K-5 Elementary School

Enrollment 402 Students

Principal Theodore Jackson 803-425-8965

Superintendent Herbert M. Berg, Ed.D. 803-432-8416

Board Chair Dana A. Morris 803-432-4391

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	52	45	6

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	Yes
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Below Average	Good	No

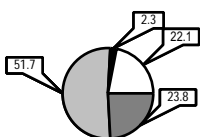
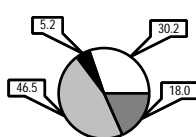
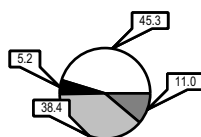
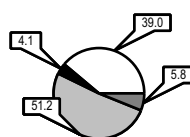
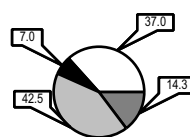
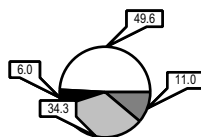
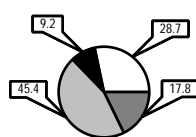
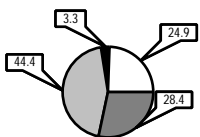
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Our School****Science****Social Studies****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	193	99.0	21.2	52.4	24.1	2.4	42.4	Yes	Yes
Gender									
Male	103	100.0	25.8	51.6	20.4	2.2	38.7	N/A	N/A
Female	90	97.8	15.6	53.2	28.6	2.6	46.8	N/A	N/A
Racial/Ethnic Group									
White	56	100.0	10.0	56.0	30.0	4.0	48.0	Yes	Yes
African American	128	98.4	25.7	49.6	23.0	1.8	39.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	169	98.8	17.3	54.0	26.0	2.7	46.0	N/A	N/A
Disabled	24	100.0	50.0	40.0	10.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	99.0	21.2	52.4	24.1	2.4	42.4	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	98.9	21.4	51.8	24.4	2.4	42.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	139	98.6	26.7	52.5	18.3	2.5	37.5	Yes	Yes
Full-pay meals	52	100.0	8.0	52.0	38.0	2.0	54.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	193	100.0	30.2	46.5	18.0	5.2	34.9	Yes	Yes
Gender									
Male	103	100.0	36.6	40.9	17.2	5.4	33.3	N/A	N/A
Female	90	100.0	22.8	53.2	19.0	5.1	36.7	N/A	N/A
Racial/Ethnic Group									
White	56	100.0	16.0	42.0	28.0	14.0	50.0	Yes	Yes
African American	128	100.0	37.4	47.0	13.9	1.7	28.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	169	100.0	25.7	50.0	18.4	5.9	37.5	N/A	N/A
Disabled	24	100.0	65.0	20.0	15.0	0.0	15.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	30.2	46.5	18.0	5.2	34.9	N/A	N/A
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	30.6	46.5	17.6	5.3	34.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	139	100.0	34.4	45.9	16.4	3.3	34.4	Yes	Yes
Full-pay meals	52	100.0	20.0	48.0	22.0	10.0	36.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	193	100.0	45.3	38.4	11.0	5.2	16.3
Gender							
Male	103	100.0	49.5	32.3	11.8	6.5	18.3
Female	90	100.0	40.5	45.6	10.1	3.8	13.9
Racial/Ethnic Group							
White	56	100.0	18.0	54.0	18.0	10.0	28.0
African American	128	100.0	55.7	33.0	7.8	3.5	11.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	169	100.0	42.1	40.1	11.8	5.9	17.8
Disabled	24	100.0	70.0	25.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	45.3	38.4	11.0	5.2	16.3
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	45.3	38.8	10.6	5.3	15.9
Socio-Economic Status							
Subsidized meals	139	100.0	50.8	36.1	11.5	1.6	13.1
Full-pay meals	52	100.0	32.0	44.0	10.0	14.0	24.0

Social Studies							
All Students	193	100.0	39.0	51.2	5.8	4.1	9.9
Gender							
Male	103	100.0	38.7	49.5	7.5	4.3	11.8
Female	90	100.0	39.2	53.2	3.8	3.8	7.6
Racial/Ethnic Group							
White	56	100.0	26.0	56.0	12.0	6.0	18.0
African American	128	100.0	46.1	47.8	2.6	3.5	6.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	169	100.0	35.5	53.3	6.6	4.6	11.2
Disabled	24	100.0	65.0	35.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	193	100.0	39.0	51.2	5.8	4.1	9.9
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	189	100.0	39.4	51.2	5.3	4.1	9.4
Socio-Economic Status							
Subsidized meals	139	100.0	47.5	45.1	4.9	2.5	7.4
Full-pay meals	52	100.0	18.0	66.0	8.0	8.0	16.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	71	98.6	19.1	39.7	36.8	4.4	41.2
	4	66	98.5	32.1	39.3	28.6	0.0	28.6
	5	79	100.0	26.0	47.9	24.7	1.4	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	97.1	20.0	45.0	28.3	6.7	35.0
	4	66	100.0	21.4	58.9	19.6	0.0	19.6
	5	57	100.0	22.2	53.7	24.1	0.0	24.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	71	100.0	26.1	60.9	10.1	2.9	13.0
	4	66	100.0	19.3	50.9	19.3	10.5	29.8
	5	79	100.0	19.2	45.2	19.2	16.4	35.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	100.0	33.9	46.8	17.7	1.6	19.4
	4	66	100.0	23.2	44.6	26.8	5.4	32.1
	5	57	100.0	33.3	48.1	9.3	9.3	18.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	71	100.0	46.4	49.3	2.9	1.4	4.3
	4	66	100.0	38.6	38.6	17.5	5.3	22.8
	5	79	98.7	38.4	42.5	8.2	11.0	19.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	100.0	54.8	33.9	11.3	0.0	11.3
	4	66	100.0	42.9	39.3	10.7	7.1	17.9
	5	57	100.0	37.0	42.6	11.1	9.3	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	71	100.0	53.6	36.2	8.7	1.4	10.1
	4	66	100.0	33.3	54.4	7.0	5.3	12.3
	5	79	100.0	31.5	42.5	15.1	11.0	26.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	70	100.0	41.9	46.8	9.7	1.6	11.3
	4	66	100.0	32.1	55.4	3.6	8.9	12.5
	5	57	100.0	42.6	51.9	3.7	1.9	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 402)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.1%	Up from 2.8%	3.6%	2.8%
Attendance rate	96.2%	No change	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.4%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 0.5%	0.1%	0.0%
Eligible for gifted and talented	8.2%	Up from 0.0%	6.9%	10.4%
On academic plans	55.6%	N/AV	43.0%	33.6%
On academic probation	0.0%	N/AV	0.3%	1.0%
With disabilities other than speech	4.9%	Up from 0.2%	8.6%	7.5%
Older than usual for grade	0.7%	Up from 0.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	82.1%	Up from 67.9%	51.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	2.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	89.7%	Up from 82.7%	87.0%	87.3%
Teacher attendance rate	93.9%	Up from 90.7%	95.1%	94.9%
Average teacher salary	\$42,210	Down 0.4%	\$42,223	\$42,485
Prof. development days/teacher	5.2 days	Down from 7.4 days	13.2 days	13.3 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 19.8 to 1	17.9 to 1	18.6 to 1
Prime instructional time	89.8%	Up from 84.6%	89.7%	89.7%
Dollars spent per pupil*	\$5,921	Up 4.5%	\$6,742	\$6,557
Percent of expenditures for teacher salaries*	66.8%	Up from 66.5%	63.5%	64.0%
Percent of expenditures for instruction*	69.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Jackson School continued "Sailing into New Adventures" during the 2005-2006 school year as we explored new and exciting ways to improve student learning. We formed a partnership with Communities in Schools of Kershaw County to provide reading tutorial sessions from a program called Great Leaps for students in grades one through three. Approximately 54 students were tutored twice weekly with teachers noting strong improvement in reading and language skills. In addition, family involvement was a key component of this program. Ten families were selected to participate in a ten-week family program to initiate and promote more open communication between the students and their parents. Parent University and Family Reading Night continued to be successful as Jackson School parents set new records for attendance at these events.

Jackson School was selected as one of sixteen schools across the United States to participate in the Effective Schools Project for the 21st Century. As a participant, our school will be included in research and training to promote the highest level of student achievement. Jackson School has made great strides during the past year with student achievement and community involvement. We received a \$500 donation from Exxon Mobile to promote student academic recognition and anticipate a \$1,000 donation in June 2006 to help purchase a Smartboard. We continue to enjoy the support of retired educators, AKA Sorority, and numerous community members as dedicated volunteers in our school. Mrs. Estelle Benson was selected by her peers as the Jackson School Reading Teacher of the Year as well as the Teacher of the Year for her exemplary teaching abilities. Mrs. Peggy Burroughs was named Volunteer of the Year.

All Jackson School staff members have been involved in professional development training as a means to enhance effective teaching strategies by participating in school based workshops, attending conferences, and pursuing advanced degrees to maintain a rich learning environment for all students.

Theodore Jackson, Principal
Toni Bracey, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	28	57	21
Percent satisfied with learning environment	96.4%	78.9%	80.0%
Percent satisfied with social and physical environment	75.0%	86.0%	81.0%
Percent satisfied with school-home relations	89.3%	89.5%	76.2%

*Only students at the highest elementary school grade level at this school and their parents were included.